

**New Jersey Department of Education
Office of Title I Program Planning and Accountability**

Understanding Accountability in New Jersey for 2006 State Assessments

Background

Federal Requirements: The federal *No Child Left Behind Act* (NCLB) requires all states to establish standards for accountability for all schools and districts in their states. Furthermore, it calls for the inclusion of *all* students, even students who may have been excluded or exempted from participating in state assessment programs in the past. The foundation for the accountability system is based on a state's academic content standards, which define what students should know and be able to do, and aligned assessments to measure whether students have mastered these standards. The accountability system looks at the degree to which students across schools and districts are mastering the state standards. NCLB has set the goal of 100% proficiency by the year 2014 with states setting incremental benchmarks.

New Jersey Requirements: To meet the federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. *All* students enrolled in New Jersey public schools, plus *all* student subgroups, must meet the proficiency benchmarks (see "New Jersey State Benchmarks for Adequate Yearly Progress" at the end of document) to ensure the goal of 100% proficiency. Students must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks. Schools are evaluated using adequate yearly progress (AYP) indicators. In New Jersey, student achievement is determined by grade span (Elementary – grades 3-5, Middle School – grades 6-8, and High School – grade 11) and each content area. There are 40 indicators that must be met (including participation and proficiency rates) plus secondary indicators. A safe harbor calculation is applied to measure significant progress if AYP is missed. When a school does not meet AYP, it may be designated as a "school in need of improvement."

To more fully explain how accountability is measured, this document outlines each step and checkpoint factored into calculating AYP for schools. Additionally, the attached table, "Accountability Worksheet," summarizes the accountability steps.

Calculating Adequate Yearly Progress

The following six-part process is applied to each content area—language arts literacy and mathematics for each school. You may access the *2006 AYP Calculator Worksheet* at www.nj.gov/njded/title1/accountability/ to help guide you through this process.

Part I. Preliminary Data Checks

Step 1: 95% Participation

In concert with the call for inclusion, we must ensure the participation of all students in the state assessments. Therefore, first ask the following questions:

- Did 95% of all students enrolled in the school, as of July 1st, for grades 3-8 and 11 participate in the assessments, including limited English proficient (LEP) and special education students?
- Did 95% of all students within each student subgroup participate in the assessments? (Subgroups include: racial/ethnic groups, economically disadvantaged, students with disabilities and LEP students.)

If 95% participation was not achieved (answer “no” to either question), then AYP was not made. Participation results are considered for student subgroups of 40 or more. AYP is calculated for Elementary (grades 3-5), Middle School (grades 6-8), and High School (grade 11) grade spans. *Student populations for each grade span are aggregated for AYP calculations provided that the grades are housed in the same building.* A minimum of 40 students is required for each aggregated subgroup for participation.

Part II. Secondary Measures

Secondary measures must also be built into the *final* calculation of AYP, which uses cycle 2 data; they are not applied to the cycle 1 preliminary calculations. Standards for these measures must be met by the total school population in order to make AYP. The secondary measures are as follows:

- Graduation rate/dropout data for high schools: NCLB requires states to review graduation rate data that are calculated by determining the proportion of students graduating after four-year enrollment in the high school. This requires a student-level tracking system. For this year, the dropout rate data will be used.
- Attendance rate data are applied at the elementary and middle school level only. The ASSA report provides the Average Daily Attendance (ADA) data used for the attendance calculation.

Ask the following questions that are related to secondary measures:

- For High Schools: Was the high school's dropout rate less than 2.6% or was it .5% less than the previous year?
- For Elementary and Middle Schools: Did the Average Daily Attendance for the school year reported on the ASSA meet or exceed 90%?

Again, if the answer to either question is “no,” the school did not make AYP.

Part III. NCLB Conditions Applied to Test Scores

Step 1: Statistically Significant

Student subgroups with fewer than 20 students—35 for students with disabilities—are not statistically significant, for performance purposes. Therefore, prior to looking at subgroup performance, any group with less than 20 students—35 for students with disabilities—is suppressed for AYP. Since results for grades 3-5 and 6-8 (within the same school) are aggregated, the subgroup minimum is applied to the aggregated grade span data. This means that if any subgroup includes less than 20 students (35 for students with disabilities) using the aggregated results for each grade span, then the subgroup is calculated, but not considered for AYP purposes.

Full flexibility is applied for LEP students. LEP student scores for students who have exited English language instructional programs for up to two years are included in the AYP calculations.

Ask these questions:

- Are the results for subgroups with less than 20 students suppressed? 35 for students with disabilities?
- Are the results for all subgroups with 20 or more students reported? 35 for students with disabilities?
- Is the LEP student flexibility applied?

Step 2: Student Mobility and Home School

Because accountability applies to schools and districts and is a measure of their annual performance, the results of students who were *not* enrolled for a full academic year are pulled from the reported score lists. To facilitate this, at the time of test administration student booklets are coded by the district. The test scores from newly enrolled or mobile students are not included when state performance data are analyzed for AYP. A student is considered in school less than a year (TIS<1) if the student has changed his/her residence and changed their school, that is, moved into the district or moved within the district, by July 1, 2005.

- TIS<1 does **not** apply if the residence of the student did not change, but the assigned school changed, either due to new school construction, district reconfiguration, or natural progression of grade span.
- TIS<1 applies if the residence of the student did not change, but the assigned school changed due to a charter school, private school, private transfer or school choice option transfer change.

Special education and LEP students are to be counted for accountability purposes in their home school. This applies to those students in out-of-district placement or an in-district program in other than their home school. The home school must be coded on the student's test booklet.

The following questions should be asked:

- Are all students who enrolled after July 1, 2005, and met the TIS criteria noted and are their results pulled from the accountability tally?
- Are special education and LEP students who attend other than their neighborhood school (i.e., out-of-district placement or in-district program) counted in their home school?

Step 3: 95% Confidence Interval

A confidence interval (CI) is a statistical method to minimize the risk of aberrations in the actual test results at a specific point in time. To protect against identifying any marginal school as not meeting AYP, a confidence interval at 95% probability is applied to the actual results for the total population as well as each student subgroup for each content area.

To calculate a confidence interval using actual test results for the total and each subgroup, perform the following computations:

1. Calculate the Percent Proficient (p). Add the number of Proficient and Advanced Proficient results and divide by the number of Valid Test Results (N).
2. Calculate CI. The factor for 95% confidence (Z₉₅) is 1.96.
The formula is $1.96 \times \sqrt{\frac{p(1-p)}{N}}$
3. Find the Upper Limit of Confidence = p plus CI.
4. Compare the Upper Limit of Confidence to the Yearly Target.
 - a. If the Upper Limit of Confidence equals or exceeds the Yearly Target, AYP is met.
 - b. If the Upper Limit of Confidence is less than the Yearly Target, AYP is not met.

Example:

Valid Test Results	50
Proficient Test Results	20
Advanced Proficient Test Results	5
Yearly Target	62%

Calculation

1. $(20 + 5)/50 = 25/50 = .5 = 50\%$
2. $CI = 1.96 \times \text{Square Root } (.5 \times (1 - .5) / 50)$
 $= 1.96 \times \text{Square Root } (.25 / 50)$
 $= 1.96 \times \text{Square Root } .005$
 $= 1.96 \times .0707$
 $= .1386$
 $= 13.86\%$
3. $50\% + 13.86\% = 63.86\%$
4. $63.86\% > 62\% = \text{AYP Met}$

Part IV. Review of Test Results**Step 1: Test Results for All Students**

- Actual student targets for the total enrollment and all student subgroups must be met. Calculations use aggregated test data; subgroup numbers are based on the aggregated data and compared to the AYP benchmarks. (**Note:** Benchmarks for 2006 are the same as for 2005.)

IEP exempt applies to graduation requirements only; it does not apply to AYP calculations.

The key questions to ask when looking at student performance data are as follows:

- Does the “total population” pass rate attain the AYP benchmark?
- Does *each* of the following student subgroups with 20 or more students attain the benchmark (35 for students with disabilities)? (**Note:** For the racial/ethnicity student subgroup, any combination of Hispanic coding, i.e., Hispanic and White, students are counted in the Hispanic category only.)
 - White students
 - African-American students
 - Hispanic students
 - Asian/Pacific Islander students
 - Native American/Indian students
 - Other racial group students
 - Economically disadvantaged students
 - Students with disabilities
 - Limited English proficient students

If the answer to the first question is “no,” and/or the answer to any student subgroup is “no,” then for the total population and for each subgroup with a “no” response, a safe harbor calculation must be made in order to determine if the school made enough progress to make AYP. To make AYP, the *total population and all student subgroups must meet the benchmark or safe harbor*.

Calculating Safe Harbor

For the total population and for each student subgroup that does not attain the state benchmark, then a safe harbor determination is made. To make safe harbor, there are two tests:

1. Proficiency for total population and subgroups
2. Secondary measures

Part V. Safe Harbor Proficiency Calculations

The calculation of safe harbor is essentially a measure of improvement applied to the total population and each subgroup that has *not* made the AYP benchmark(s). If the percent **partially proficient** achieved in the previous year is decreased by 10% in the current year, safe harbor is achieved and the total and/or subgroup(s) are deemed to have made AYP. For current year results, a confidence interval at 75% probability is applied. Safe harbor is determined using aggregated data for grade spans. Since 2005 test data are not available for grades 5-7, grade spans 3-5 (Elementary), 6-8 (Middle School), and 11 (High School) are compared to 2005 3-4, 8, and 11.

To calculate safe harbor, perform the following computations for the total population and each subgroup that did not make AYP:

1. To compute the previous year’s Percent Partially Proficient, divide the previous year’s number of Partially Proficient Test Results (q) by the previous year’s total number of Valid Tests (N).
2. Multiply the previous year’s Percent Partially Proficient times 90% to arrive at the current year’s Partially Proficient Target.
3. Subtract the current year’s Partially Proficient Target from 100% to compute the current year’s Proficiency Target.
4. To compute the current year’s Percent Proficient (p), add the number of current year’s Advanced Proficient Test Results and the number of Proficient Test Results and divide by the current year’s total number of Valid Tests.
5. Calculate CI. The factor for 75% confidence (Z_{75}) is 1.15.

The formula is $1.15 \times \sqrt{\frac{p(1-p)}{N}}$

6. Find the Upper Limit of Confidence = p plus CI.
7. Compare the Upper Limit of Confidence to the current year’s Proficiency Target.

- a. If the Lower Limit of Confidence equals or is greater than the Proficiency Target, safe harbor is achieved.
- b. If the Lower Limit of Confidence is less than the Proficiency Target, safe harbor is not achieved.

Example:

Previous Year's Number of Valid Test Results	50
Previous Year's Number of Advanced Proficient Test Results	0
Previous Year's Number of Proficient Test Results	15
Previous Year's Number of Partially Proficient Test Results	35
Current Year's Valid Test Results	60
Current Year's Number of Advanced Proficient Test Results	5
Current Year's Number of Proficient Test Results	15
Current Year's Number of Partially Proficient Test Results	40

Calculation

1. $35/50 = .7 = 70\%$
2. $70\% \times 90\% = 63\%$
3. $100\% - 63\% = 37\%$
4. $(5 + 15) / 60$
 $= 20 / 60$
 $= .3333$
 $= 33.33\%$
5. $CI = 1.15 \times \text{Square Root } (.3333\% \times (1 - .3333) / 60)$
 $= 1.15 \times \text{Square Root } (.2222 / 60)$
 $= 1.15 \times \text{Square Root } .0037$
 $= 1.15 \times .0608$
 $= .0699$
 $= 6.99\%$
6. $33.33\% + 6.99\% = 40.32\%$
7. $40.32\% > 37\% = \text{Safe Harbor Achieved}$

The total population and *all* subgroups must attain either the benchmark or safe harbor for the school to make AYP. For final AYP calculations, a final check is made using secondary measures.

The key questions to ask are the following:

- Does each subgroup not attaining the benchmark meet proficiency using safe harbor criteria—that is, reducing last year's "partially proficient rate" by at least 10%?
- Does the total population meet proficiency using these standards?

If the answer is “yes” for the *total* population and for *all* subgroups for which the safe harbor proficiency standard was calculated, the secondary measures must now be applied for final AYP calculations.

If the answer is “no” for the total population or *any* subgroup not meeting the benchmark or the safe harbor proficiency standard, then the school did not make AYP.

Part VI. Secondary Measures for Safe Harbor

For the *total* population and for *all* subgroups that have met the safe harbor proficiency standard, the secondary measures must be applied for final AYP determination. The key questions to ask are as follows:

- For grades 3-8, does each subgroup meeting the safe harbor proficiency standard also have an average daily attendance rate of 90% or better?

If the answer is “yes,” the group attained the secondary measure indicator and made safe harbor.

- For grade 11, does each subgroup meeting the safe harbor proficiency standard also have a dropout rate of 2.6% or less?

If the answer is “yes,” the group attained the secondary measure indicator and made safe harbor.

If the answer is “no,” then did the dropout rate for the group decrease by .5% over the previous year?

If the answer is “yes,” the group attained the secondary measure indicator and made safe harbor.

Final Question

- Has the total population and each student subgroup that did not meet the benchmarks meet the proficiency standards for safe harbor (and the secondary measure indicators if calculating final AYP)?

If the answer is “yes,” then the school has made AYP for this content area.

Note: The six steps must be followed for each content area.

New Jersey State Benchmarks for Adequate Yearly Progress

Content Area	Grade Span	Starting Point 2003	2005-2007	2008-2010	2011-2013	2014
Language Arts Literacy	Elementary (Grades 3-5)	68	75	82	91	100
	Middle School (Grades 6-8)	58	66	76	87	100
	High School (Grade 11)	73	79	85	92	100
Math	Elementary (Grades 3-5)	53	62	73	85	100
	Middle School (Grades 6-8)	39	49	62	79	100
	High School (Grade 11)	55	64	74	86	100

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ACCOUNTABILITY WORKSHEET FOR 2006 STATE ASSESSMENTS

Check one: Mathematics

Language Arts Literacy

				YES	NO		
<ul style="list-style-type: none"> Were 95% of all enrolled students tested? <p>Multiple measures:</p> <ul style="list-style-type: none"> Did the school meet attendance standards? (K-8) Did the school meet dropout standards? (9-12) 	<ul style="list-style-type: none"> 				If no, the school did not make AYP.		
<ul style="list-style-type: none"> Were all new (mobile) student results pulled out? Were sending students (SPED and/or LEP) added to home school? 	<ul style="list-style-type: none"> 				If no, adjustments must be made during the record change period.		
<p><u>Test Results</u></p> <ul style="list-style-type: none"> Add 95% CI to all pass rates Pull out from review any subgroup w/less than 20 students (35 for SPED) 	<ul style="list-style-type: none"> 		√		Calculations made by NJDOE.		
<p>Did the following groups meet the benchmarks?</p> <ul style="list-style-type: none"> <u>Total Students:</u> <u>Race/ethnicity</u> White African-American Hispanic Asian/Pacific Islander Native American/Indian Other <u>Student groups</u> LEP (includes English & Spanish tests) Special Education (includes regular admin. & APA) Econ. Disadvantaged (free & reduced- price lunch) 	<p>Yes</p>	<p>No</p>	<ul style="list-style-type: none"> 	If no, for any group or the total population:		Did they meet secondary measures?	
				Did they meet S.H. proficiency standards?		<p>Yes</p>	<p>No</p>
				<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		
				<p>If yes is entered for each checkpoint, the school made AYP. Repeat for next content area.</p>			